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ABSTRACT

The inservice teacher education program described is for teachers at any grade level who need to develop skill in developing and implementing an Individualized Educational Program (IEP) for handicapped children in their class. Included in this informative report is a description of the contents of the learning module involved and the activities and resources involved in its use. Ordering information is provided, and a critique of the module is offered. (JD)

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ED173346

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: INDIVIDUALIZED EDUCATIONAL PROGRAMMING (IEP): A CHILD STUDY TEAM PROCESS (Mainstreaming Training Series)

Publication Date(s): Copyright, 1977

Intended Users: Inservice and preservice teachers, parents, administrators

Grade Level(s): Not specified; applicable to any level

Number: Group; individual study

Primary Focus: Part of a series, this program defines and illustrates one function in mainstreaming: individualized educational programming. It focuses on understanding the benefits of IEP's, and on developing skill in implementing an IEP.

School subject(s) and/or inservice topic(s) covered:

The inservice concern of the series is mainstreaming. The program's purpose is to explain the process involved with using the Individualized Educational Program (IEP), and the Child Study Team (CST).

What participant does in using the materials:

Two workshop designs are suggested. One, an hour-long session, is designed as an awareness program for parents, PTAs, school administrators. The other program, a three-hour version, is for "educators and administrators who will design, implement, and evaluate IEPs." In either workshop, filmstrip viewing and group discussion are participant activities.

Resources:

The program package contains a 22-minute filmstrip audio cassette; a soft-cover text titled, "Individualized Educational Programming"; a Leader's Guide with instructions for program implementation ,a filmstrip transcript, and pages to be copied as a Participant's Manual"

Describer critique:

The program manages to simplify the theory and application of the IEP. It has a matter-of-fact, good natured approach, and is designed to appeal to both a lay and professional audience.

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SE 52 (SE) IEP, (SE) Least Restrictive Environment

SP 014 502

1.0 PURPOSES:

Rationale

As part of a series of workshop materials on mainstreaming this program focuses on a topic which the developers perceive as "critical to success in implementing programs which provide the least restrictive educational setting for ALL children and which are in compliance with "Public Law 94-142".

Goals and Objectives

The program developers have identified specific objectives for participants in an "Individualized Educational Programming" workshop. These objectives relate to the "knowledge, skills and attitudes necessary for the successful implementation of the IEP requirement of Public Law 94-142."

2.0 CONTENT — Scope and Sequencing of Topics:

The Individualized Educational Programming multi-media kit contains:

1) Filmstrip/cassette in four parts (interim time is for group activities). Filmstrip running time is approximately 22 minutes.

2) Leader's Guide with detailed step-by-step instructions for both one-hour and three-hour workshops.

3) Participant's Manual, 14 pages included in the Leader's Guide which are to be reproduced and distributed to participants. Included are the forms and worksheets needed for activities. Participants will use the manual during "large and small group discussions, brainstorming, problem-solving sessions, role play and case studies."

4) Text, Individualized Educational Programming. The book is soft-covered. One copy is provided with each workshop, though additional copies may be ordered.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

Detailed instructions are provided for both one-hour and three-hour workshops. Both formats are similar, though the three-hour version emphasizes skill building in addition to awareness and understanding. Both workshops require that the filmstrip be stopped between sections, and that participants complete prescribed learning activities.

3.2 Help given in use of product:

The Leader's Guide provides the group instructor with explicit instructions for implementing a program using these materials.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

No formal evaluation instruments for judging participants' progress are included with the product. Lists of questions, which participants self-score, are included for informal evaluation.

PROJECT ON UTILIZATION OF INSERVICE EDUCATION R&D OUTCOMES
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Equipment needs for program implementation include a filmstrip projector, an audio-cassette player and a screen. A duplicating machine will be needed to copy the Participants Manual (several pages in the back of the Leader's Guide). Time needed for program completion depends on the format selected.

5.2 Distributor name/address:

Teaching Resources Corp.
100 Boylston Street
Boston, MA 02116
617-357-8446

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
Individualized Educational Programming (#96-013)	$49.95	No	1	yes

1 package containing:
- filmstrip
- audio cassette
- text
- Leader's Guide

Other products in the series:
- KEEPING IN TOUCH WITH PARENTS - $49.95 (#96-008)
- THE PUBLIC LAW SUPPORTING MAINSTREAMING - $49.95 (#96-009)

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The Mainstreaming Training Series editor is Thomas N. Fairchild, Ph.D. (School Psychology). Dr. Fairchild is presently an Assitant Professor of Guidance and Counseling, and is Coordinator of the School Psychology Training Program at the University of Idaho. Juda Schrag, Ed. D., is credited as author of the program materials. Bart L. Miller is the illustrator of the filmstrip and text.

6.2 How developed and when:

The contents of the program have been "drawn from the cumulative experience of the editor, authors, and other education professionals in training various groups in special education and meeting the needs of Exceptional Children. The materials were copyrighted in 1977.

6.3 Evidence of effectiveness with users:

The materials have been edited and revised on the basis of comment by educational consultants who have strong experience in special education training and in teaching special needs children.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

Like the other programs in the series, this one has adaptability built into its design. Two workshop formats allow its application in different learning settings. The program's technical quality is very good. The reviewer found the cartoons slightly less brilliant than those in the other series programs, but still entertaining and to the point.

Content accuracy/social fairness/community acceptance issues:

The developers have taken care to present a socially balanced picture: races, minorities and sexes are fairly represented. The material in itself is not controversial, but the concept of mainstreaming may still be unacceptable to some community members.

Overall summary/comment:

The experimental mode of the three-hour workshop should do much to help educators who are still uncertain about the child study team process, and how to implement IEP. The one-hour workshop is an excellent general awareness program for parents and other community members. The program is thorough, though not over long. It is pleasant to use, and easy to implement.